

# Resource Sheet 1—A-D-L-I Evaluation Factors

To ensure a more holistic evaluation of Process Items (Categories 1-6), answer the following questions before finalizing your 6-10 summary notations. You should be able to strengthen and clarify comments using insights gained from answering the questions. Provide evidence from the applicant's response to support your summary notations, citing the applicant's exact wording whenever possible.

**“Approach” refers to the methods used by an organization to address the Baldrige Criteria Item requirements in Categories 1-6. Approach includes the appropriateness of the methods to the Item requirements and the effectiveness of their use.**

- What approach or collection of approaches is discussed?
- What areas of the Criteria Item does the approach address (e.g., 1.1a, 1.1b)?
- Is the approach systematic (with repeatable steps, inputs, outputs, and time frames; designed to allow evaluation, improvement, and sharing)?
- Is there evidence that the approach is effective?
- Is this approach (collection of approaches) a key organizational process? Is the approach important to the applicant's overall performance? (If yes, clearly state why it is important, and cite the key factors used to support your position.)
- Are any of the multiple requirements of the Item that are not addressed (gaps) important to the applicant?

**“Deployment” refers to the extent to which an approach is applied in addressing the requirements of a Baldrige Criteria Item. Deployment is evaluated on the basis of the breadth and depth of application of the approach to relevant work units throughout the organization.**

- What information is provided to show what is done in different parts of the organization to confirm the approach is deployed (shared or spread) throughout the organization (early stages, well deployed but with some variation among areas/work units, well deployed with no significant gaps, fully deployed)?

**“Learning” refers to new knowledge or skills acquired through evaluation, study, experience, and innovation. Organizational learning is achieved through research and development; evaluation and improvement cycles; ideas and input from faculty, staff, students, and other stakeholders; best practice sharing; and benchmarking. Personal learning (for faculty and staff) is achieved through education, training, and developmental opportunities. To be effective, these types of learning should be embedded in the way an organization operates.**

- Has the approach been evaluated and improved? If yes, is the evaluation and improvement conducted in a fact-based, systematic manner (e.g., regular, recurring, data driven)?
- Is there evidence of organizational learning (i.e., evidence that the learning from this approach is shared with other organizational units/other work processes)? Is there evidence of innovation and refinement from organizational analysis and sharing (e.g., evidence the learning is actually used to drive innovation and refinement)?

**“Integration” refers to the harmonization of plans, processes, information, resource decisions, actions, results, and analysis to support key organization-wide goals. Effective integration goes beyond alignment and is achieved when the individual components of a performance management system operate as a fully interconnected unit.**

- How well is the approach aligned with the applicant's organizational needs identified in the other Criteria Items and the Organizational Profile? How well is the approach integrated with these needs? (Examples of needs are strategic challenges, objectives, and related action plans; organizational mission, vision, and goals; key processes and measures; key customer/market segments and requirements; and employee groups and requirements.)